



GUMS Resolution 25-01

CORPORATE RESOLUTION TO APPROVE GOODWIN UNIVERSITY MAGNET SCHOOL SYSTEM POLICY

The Undersigned Secretary of Goodwin University Magnet Schools, Inc. hereby certifies that the following resolution was duly adopted by the Board of Directors on **January 30, 2025**, and that such resolution has not been modified or rescinded as of the date hereof:

WHEREAS, Goodwin University Magnet Schools, Inc. has entered into an agreement with Goodwin University Educational Services, Inc. to authorize Goodwin University Magnet Schools, Inc. to operate the magnet school system, and

WHEREAS, policy 4023-Artificial Intelligence has been prepared for the operation of Goodwin University Magnet Schools, Inc. as part of operating the Goodwin University Magnet School System.

NOW THEREFORE, BE IT

RESOLVED, that Goodwin University Magnet Schools, Inc. Board of Directors hereby approves policy 4023-Artificial Intelligence for Goodwin University Magnet Schools, Inc. as part of operating the Goodwin University Magnet School System.

and be it further

RESOLVED, that Goodwin University Magnet Schools, Inc. Superintendent is authorized to implement this policy for the operation of Goodwin University Magnet Schools, Inc. as part of operating the Goodwin University Magnet School System.

Signed:

Todd Andrews, Secretary

Date:

Signed:

Jacqueline Jacoby, Chair

Date:

ARTIFICIAL INTELLIGENCE

Instruction/Personnel - Certified-Non-Certified

Electronic Resources

Generative AI (Artificial Intelligence)

The Board of Education is committed to providing our students with the most innovative and effective educational experiences to foster high levels of learning and opportunities for self-expression. As our schools prepare students for a future that demands adaptability, critical thinking and digital literacy, we recognize the potential of generative Artificial Intelligence (AI) and other related technology tools.

As with all technologies, users must be mindful of and adhere to all considerations ensuring responsible and ethical use, especially as it relates to mitigating bias, promoting transparency, and ensuring the benefits of AI are accessible to all students.

While ensuring the responsible use for those interacting with and creating content from generative AI technologies, the Board underscores its commitment to fostering a dynamic and engaging learning environment that leverages the advances in AI to enhance student learning outcomes and equip students with the skills and dispositions needed for success in the digital age.

(cf. 6141.321 – Student Responsible Use of the Internet)

(cf. 5121.3 – Academic Dishonesty/Plagiarism)

(cf. 6162.51 – Surveys of Students (Student Privacy))

Instruction/Personnel - Certified-Non-Certified

Electronic Resources

Generative AI (Artificial Intelligence)

The Board of Education, in its commitment to supporting teachers and students in their use of generative AI, recognizes many challenges to overcome and significant opportunities to explore that will ultimately deepen the teaching/learning process. The following considerations are offered to guide, support, and deliver on the opportunities expressed in P6141.3273/4118.53/4218.53:

Considerations for Effective Generative AI Use:

- Encourage a “team” approach in determining effective use and appropriate guidelines regarding AI-related practice, with a staff member with a strong understanding of how AI works, administrators, teachers, students, parents, and legal experts.
- Consider establishing a district AI Advisory Committee comprised of staff and administrators charged with studying the potential advantages and challenges of AI and recommend training on the tools for teachers, students, and parents. Emphasize the district’s commitment to using AI fairly and safely.
- Before assigning an AI-required task, ensure all students have access to the tool and can comply with the technology’s user agreement and CT’s student privacy law.
- Review how generative Artificial Intelligence works, expectations for safe and ethical use, and the role you expect this tool to play in the completion of and approach to the assignment.
- Ensure students are provided instruction and reminders in the following areas:
 - How and when to cite and provide attribution of sources
 - When and where generative AI can and cannot be used
 - Effective uses of generative AI
 - Users assume responsibility for the results when using AI
 - When permissions are required and Terms of Use followed
 - What constitutes cheating? What constitutes support?
 - Academic Integrity – Policy and practical applications.
- Consider requiring students to acknowledge and document how they used generative AI tools. For example, students could use Chat GPT to get feedback on their essay drafts and explain which tool suggestions they agreed with or didn’t – to encourage students to learn how to use the tool as a partner rather than having it do all the work for them. AI should not be allowed to replace the teacher or the student. However, it can and should be used to augment learning and instruction. Augmentation over automation.

Instruction/Personnel - Certified-Non-Certified

Electronic Resources

Generative AI (Artificial Intelligence)

Considerations for Effective Generative AI Use: (continued)

- Provide students with direct instruction on the limits and flaws related to generative AI technology – hallucinations, bias, inaccuracies, misinformation, etc. Remind students to think critically and fact-check using primary sources and that AI can have implicit bias and even present incorrect information.
- Lay out potential risks and what responsible use looks like. Regularly remind students about the safety concerns related to sharing personal and private info/data with AI bots, as well as using them to invade other's privacy.

Considerations for Teachers:

- When the need arises to limit the use of generative AI, one may look to the following pedagogical approaches:
 - Create lessons/assignments that would be challenging to complete with these tools.
 - Allow students to complete assignments in class.
 - Ask students to give oral presentations, or have them integrate the narrative of their search into their research/writing.
 - Encourage project-based learning/assignments.
- Confer with colleagues on what writing assignments look like in an era when students can simply employ chatbots to generate prose for them.
- Consider ways schools, teachers, and students can use bots effectively and creatively.
- Openly discuss the complex ethical questions, such as whether or not it is considered cheating when a student asks generative AI to fabricate a rough draft they then can revise themselves.
- Use generative AI programs as smart search engines that present information in ways that are easy to understand.
- Use AI to generate ideas, topics, writing assignments, and other materials for engaging lessons.

Perhaps the only certainty that exists in the area of AI technology is it will continue to be more impactful in all of our lives; it will continue to raise complex and contentious pedagogical and ethical dilemmas, and it will provide teachers and students with new and unforeseen opportunities. The above “guidelines” are provided with the hope of initiating healthy and productive discussions and advancing higher levels of critical thinking and cognitive engagement.